



The Pocahontas Show
Today's Topic: Europeans...Creators or Destroyers
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Curriculum Area	History and Social Science
Subject Area	U.S. History (Colonization)
Grade Level	11 th Grade
Learning Objectives	<ul style="list-style-type: none"> • The student will be able to identify the cultural and economic characteristics of European settlers in 17th century America. • The student will be able to analyze the motives of the European settlers. • The student will be able to describe the cultural and economic characteristics of Native American Indians (by geographical region). • The student will be able to describe the ways in which Europeans and Native American Indians cooperated with one another. • The student will be able to analyze the reasons for conflict between Europeans and Native American Indians. • The student will be able to identify the ideas, products, etc. that were exchanged as a result of contact. • The student will be able to describe the impact of European settlement on the Native American Indians. • The student will be able to formulate historical questions and research answers. • The student will be able to work with other students to create a video presentation based on their research and analysis.
Correlation to the SOL	VUS.1, VUS.2 12.2, 12.4
Video/Technology Hardware/Software Needed	For class: Computer with Internet Connectivity, connected to a printer (preferably color) Word Processing software (such as <i>Microsoft Works</i> or <i>ClarisWorks</i>) Camcorder TV/Monitor with VCR
Materials Required	For class: Reference materials Blank video tapes

	<p>“Set” for interviews</p> <p>Various costumes and props</p>
Procedures/Activities	<ol style="list-style-type: none"> 1. Assign background reading in textbook and related written assignments to all students prior to this activity. 2. Explain assignment to students: to produce a videotaped talk show that discusses the impact (good and bad) of European contact on both the Europeans and the Native American Indians. “Pocahontas” will serve as the talk show host. 3. Divide class into three groups. Each group will represent a different area of European colonization, i.e. English, French and Spanish. Each group must formulate a “character” who will represent their colonists on the talk show. 4. Each group will prepare interview questions and formulate responses to the questions. Questions should elicit answers that: <ul style="list-style-type: none"> • identify the cultural and economic characteristics of their group of settlers in 17th century America, • analyze the motives of their group of settlers, • describe the cultural and economic characteristics of the Native American Indians (in the geographical region in which their group of settlers established their colony), • describe the ways in which their group and the local Native American Indians cooperated with one another, • analyze the reasons for conflict between their group and the local Native American Indians, • identify the ideas, products, etc. that were exchanged as a result of contact between the two groups, and • describe the impact of European settlement on the Indians. 5. Each group will also prepare a commercial highlighting either new products available in Europe or America as a result of contact or cultural characteristics of the Europeans and/or Native American Indians of their region. 6. Each group can be subdivided so that some students work on the questions while others work on the commercial. Keeping in mind the time constraints of the course, the teacher could provide the questions for the groups and have students research the answers. Note: Questions should be typed using available word processing software. 7. Material from all three groups should be combined to produce a “script” for the program. 8. Students will produce the “show.” 9. Allow time to view the final product and to evaluate or “debrief.” 10. Clarify/discuss as needed.
Content Assessment	<p>Teacher will read and critique questions and answers before filming.</p> <p>Teacher will require a written evaluation, preferably in essay form.</p>
Technology Integration Assessment	<p>Teacher will observe the students as they write the script and create the video.</p>
Extensions	<p>Science: Have students develop their commercial highlighting the exchange of scientific knowledge between the Europeans and Native American Indians.</p> <p>Math: Have students develop graphs to demonstrate certain ideas (such as the decimation of Native American population)</p> <p>Art: Have students create images to use in the filming, as part of the opening and closing credits, or as illustrations of ideas.</p>